

Term: Spring 2nd 2019		Year One Medium Term Planning				Mrs Sheldon, Mrs Mackie & Mrs Copping	
Week 1:25.02.19		Week 2:04.03.19	Week 3:11.03.19	Week 4:18.03.19	Week 5:25.03.19	Week 6:01.04.19	
Holiday News & basic skills		Instructions	Explanation texts -	The moon	Assessment week	Easter poems	
Writing	Composition	a) Write sentences by: 1. saying out loud what they are going to write about 2. composing a sentence orally before writing it b) sequencing sentences to form short narratives c) re-reading what they have written to check that it makes sense d) discuss what they have written with the teacher or other pupils e) read aloud writing clearly enough to be heard by peers & teacher					
	VG & P	a) leaving spaces between words b) joining words and joining clauses using and c) punctuate sentences using a capital letter & full stop, question or exclamation mark d) using a capital letter for proper nouns & the personal pronoun 'I' e) learning the grammar for year 1 in English Appendix 2 f) use grammatical terminology in Appendix 2 in discussing their writing					
Spoken Language	a) listen and respond appropriately to adults and their peers b) ask relevant questions to extend their understanding & knowledge c) use relevant strategies to build their vocabulary d) articulate and justify answers, arguments and opinions e) give structured descriptions, explanations & narratives for dif. Purposes g) use spoken language to develop understanding h) speak audibly and fluently i) join in discussions, presentations, performances, role play, etc						
Hand Writing	a) sit correctly at a table, holding a pencil comfortably & correctly b) form lower-case letters in correctly, starting & finishing in right place c) form capital letters d) form digits 0-9 e) understand which letters belong to which handwriting 'families' & practise these (cursive - joined)						
Reading Comprehension	Pleasure	a) listening to and discussing a wide range of poems, stories and non-fiction b) link what they read or hear to own experiences c) familiarisation of key stories, traditional & fairy tales, retelling & exploring features d) recognising & joining in with predictable phrases f) discussing word meanings, linking new meanings to those already known					
	Books	a) draw on what they know or on background information & vocab. from teacher b) checking that text makes sense as they read, correcting mistakes c) discussing significance of title & events d) making inferences on basis of what is being said & done e) predicting what might happen on basis of what has been read					
	Discuss what's read to them, taking turns & listening to others Explain understanding of what is read to them						
Phonics	Reading	Twice daily phonics input according to Letters & Sounds, and a daily guided reading carousel a) apply phonic knowledge and skills as the route to decode words b) respond speedily with the correct sound to graphemes c) read accurately by blending sounds in unfamiliar words d) read common exception words, noting unusual correspondences h) read aloud books that are consistent with their developing phonic knowledge i) re-read these books to build up their fluency & confidence in word reading					

Computing

Rising Stars: We are collectors 1.4

In this unit,

- the pupils will use web search engines to collect pictures of different types of animals
- explore ways in which those pictures can be organised
- Use technology safely & respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies.

Time Travellers!

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Science Week:)

Ourselves:
Identify, name,
draw and label the
basic parts of the
human body and
say which part of
the body is
associated with
each sense.

D & T: Food design
and make your own
pancake!
(Links to RE -Shrove
Tuesday)

History task 10:
Researching the 1st man
on the moon

History task 10:
Researching the 1st
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Art:
Pairs or groups to
create a man on the
moon collage

Easter Week!

IPC

Design & Technology	<p>Pupils should be taught about:</p> <p>Design:- Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make:- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate: - Explore and evaluate a range of existing products</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against design criteria <p>Technical Knowledge: - Build structures, exploring how they can be made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Art & Design	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
RE	<p>Understanding Christianity: Easter</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Retell the Easter story -Understand why the story is important to Christians
PSHE	<p>Year A: Daring To Be Different</p> <p>Pupils will think about:</p> <ul style="list-style-type: none"> -Their likes and dislikes -Recognising when someone else feels proud -Something that makes them special -Feelings of anxiety or worry -Ways to help them stay calm and relaxed -How to stand up for them self

PE

Indoor PE: Dance - Pupils should be taught to:

- Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, & begin to apply these in a range of activities
- Perform dances using simple movement patterns.

Outdoor PE: Games - Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending